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A Correlation of

Environmental Science

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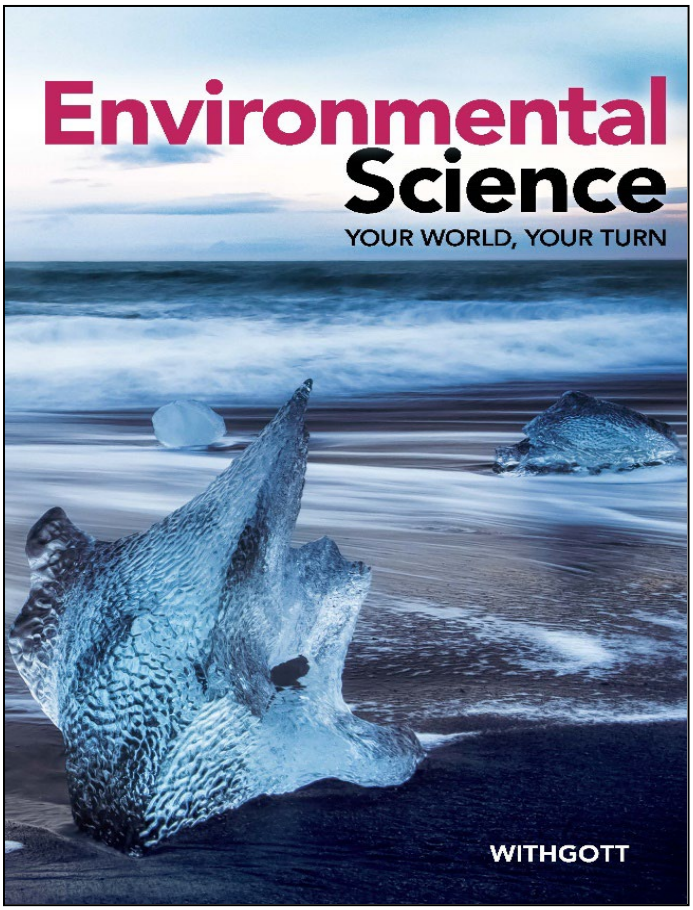

To the

Florida
CPALMS Standards for Science
Environmental Science

Prepared by Savvas Learning Company, formerly Pearson K12 Learning

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To the
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Introduction

This document demonstrates how ***Environmental Science: Your World, Your Turn*** **©2021** supports the Florida CPALMS Standards for Environmental Science. References are to the Student and Teacher editions, and are cited at the page level.

Environmental Science: Your World, Your Turn combines high-interest, real-world content with cutting-edge digital support and a variety of hands-on inquiry investigations to help ensure student success in environmental science. Phenomena drives student engagement through unit level Anchoring Phenomena, Claim Evidence Reasoning, Modeling Activities and Problem-Based learning projects. Acclaimed author and active researcher Jay Withgott shows students why learning environmental science is vital. Students dive deeper with 19 Investigative Phenomena Case Studies. These authentic, real-world applications of environmental science excite students and inspire their passion for the environment.

Anchoring Phenomenon: Launch every unit with an engaging Anchoring Phenomenon that introduces and unifies the upcoming environmental science concepts. Students track their knowledge throughout the unit in a Claims-Evidence-Reasoning or Modeling document and build understanding with an Anchoring Phenomenon Project.

Case Studies Drive Learning: Introduce every chapter with an Investigative Phenomenon Case Study. This engaging real-world case encourages students to draw connections between environmental science and their life while providing a storyline for students to follow. Students “Defend Their Case” at the end of the chapter.

Hands-on Inquiry: Editable hands-on inquiry activities, including labs, Take it Local, Real Data math practice, and Claim-Evidence- Reasoning documents support student understanding of the phenomenon under study.

Student Centered Experience: Facts, questions, and thought-provoking scenarios including Make a Difference, Find out More, and What Do You Think? appear throughout the book, empowering students to apply the science, make choices, and interact with content.

Award-Winning Digital Platform: Access all of your digital content, inquiry labs, planning materials, assessments, and student data in ONE location. The Savvas Realize™ digital platform includes offline capabilities, integration with learning management systems and editable documents and assessments. Our fully digital programs and e-books provide cutting-edge online instruction with a seamless transition from the textbook, allowing students to complete assignments, access videos and activities, and take online tests and remediation.

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To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.E.6.6: Analyze past, present, and potential future consequences to the environment resulting from various energy production technologies.	**SE/TE:** How Fossil Fuels are Formed, 522-523 Coal, 523-524 Oil, 525-526 Natural Gas, 526 The Supply of Fossil Fuels, 527-528 Real Data: Carbon Dioxide from Fossil Fuels, 530 Pollution from Fossil Fuels, 530-531 Damage Caused by Extracting Fuels, 532-533 Energy Conservation, 535 Lesson 3 Assessment, 535 Benefits and Costs of Nuclear Power, 539-540 21st Century Skills: Media Literacy, 543 Central Case: Oil or Wilderness on Alaska's North Slope, 515 Connect to the Central Case: Figure 11, Oil Production, 527 Chapter Assessment: Defend Your Case, 545 Chapter Assessment: Write About It, Revisit Investigative Phenomenon, 547
SC.912.E.7.7: Identify, analyze, and relate the internal (Earth system) and external (astronomical) conditions that contribute to global climate change.	**SE/TE:** Energy from the Sun, 484-486 Quick Lab: Does Latitude Affect Sun's Rays, 486 Wind Patterns in the Atmosphere, 487 The Oceans and Climate, 488-489 Other Factors that Affect Climate Change, 489-490
SC.912.E.7.8: Explain how various atmospheric, oceanic, and hydrologic conditions in Florida have influenced and can influence human behavior, both individually and collectively.	Supporting Content: **SE/TE:** Storms, 280-282 Evidence of a Warming Earth, 491-492 Models Predicting the Future, 494-495 Effects on Ecosystems and Organisms, 497-499 Impact on People Right Now, 500 Future Impact on People, 501
SC.912.E.7.9: Cite evidence that the ocean has had a significant influence on climate change by absorbing, storing, and moving heat, carbon, and water.	**SE/TE:** The Oceans and Climate, 488-489 Effects on Ecosystems and Organisms, 497-499

A Correlation of Environmental Science: Your World, Your Turn ©2021
To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.L.14.6: Explain the significance of genetic factors, environmental factors, and pathogenic agents to health from the perspectives of both individual and public health.	**SE/TE:** Central Case: Rise and Fall of DDT, 255 Types of Hazards, 256-257 Epidemiology and Toxicology, 257-258 The Role of the Individual, 259 Risk Assessment, 260 Lesson 1 Assessment – Think It Through, 260 Infectious Disease, 261-263 Emerging Diseases, 263-265 Social Hazards, 266 Chemical Hazards, 267 Types of Chemical Hazards, 268-270 Indoor Chemical Hazards, 270-272 Outdoor Chemical Hazards, 273-274 Biomagnification, 275-276 Central Case: Defend Your Case, 287 Point Counterpoint: Should BPA Be Regulated, 284-285 Public Health, 303
SC.912.L.15.3: Describe how biological diversity is increased by the origin of new species and how it is decreased by the natural process of extinction.	**SE/TE:** Speciation and Extinction, 131-132 Central Case: Saving the Siberian Tiger, 199 Biodiversity, 200-202 Biodiversity Distribution, 203-206 Biodiversity at Risk, 207-208 Causes of Biodiversity Loss, 209-211
SC.912.L.15.13: Describe the conditions required for natural selection, including: overproduction of offspring, inherited variation, and the struggle to survive, which result in differential reproductive success.	**SE/TE:** Evolution and Natural Selection, 126-130
SC.912.L.16.10: Evaluate the impact of biotechnology on the individual, society and the environment, including medical and ethical issues.	**SE/TE:** Artificial Selection, 130 Genetically Modified Organisms, 375-377 Industrial Food Production, 378-381 Central Case: Defend Your Case, 387
SC.912.L.17.1: Discuss the characteristics of populations, such as number of individuals, age structure, density, and pattern of distribution..	**SE/TE:** Levels of Ecological Organization, 100-102 Population Size, 104-105 Population Density, 106 Population Distribution, 107 Age Structures and Sex Ratios, 108-109
SC.912.L.17.4: Describe changes in ecosystems resulting from seasonal variations, climate change and succession.	**SE/TE:** Energy from the Sun, 484-486 Effects on Ecosystems and Organisms, 497-499 Ecological Succession, 149-153

A Correlation of Environmental Science: Your World, Your Turn ©2021
To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.L.17.5: Analyze how population size is determined by births, deaths, immigration, emigration, and limiting factors (biotic and abiotic) that determine carrying capacity.	**SE/TE:** Biotic and Abiotic Factors, 102-103 Population Size, 104-105 Population Density, 106 Population Distribution, 107 How Populations Grow, 114-115 Limiting Factors and Biotic Potential, 116-117
SC.912.L.17.6: Compare and contrast the relationships among organisms, including predation, parasitism, competition, commensalism, and mutualism.	**SE/TE:** The Niche and Competition, 133-135 Predation, Parasitism, and Herbivory, 136-138 Mutualism and Commensalism, 139-140
SC.912.L.17.7: Characterize the biotic and abiotic components that define freshwater systems, marine systems and terrestrial systems.	**SE/TE:** Biotic and Abiotic Factors, 102-103 Describing Aquatic Ecosystems, 181-182 Freshwater Ecosystems, 183-185 Estuaries, 186-187 The Oceans, 187-191
SC.912.L.17.8: Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.	**SE/TE:** Invasive Species, 153-155 Biodiversity at Risk, 207-208 Causes of Biodiversity Loss, 209-211 Genetically Modified Organisms, 375-377
SC.912.L.17.9: Use a food web to identify and distinguish producers, consumers, and decomposers. Explain the pathway of energy transfer through trophic levels and the reduction of available energy at successive trophic levels.	**SE/TE:** Energy and Biomass, 144-145 Food Webs and Keystone Species, 146-148
SC.912.L.17.10: Diagram and explain the biogeochemical cycles of an ecosystem, including water, carbon, and nitrogen cycle.	**SE/TE:** The Hydrosphere, 80-82 Nutrient Cycling, 83 The Carbon Cycle, 83-85 The Phosphorous Cycle, 86-87 The Nitrogen Cycle, 87-89

A Correlation of Environmental Science: Your World, Your Turn ©2021
To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.L.17.11: Evaluate the costs and benefits of renewable and nonrenewable resources, such as water, energy, fossil fuels, wildlife, and forests.	**SE/TE:** Forest Resources, 331-332 Timber Harvesting, 332-334 How We Use Water, 426-427 Using Surface Water, 428-430 Central Case: Oil or Wilderness on Alaska's North Slope? 515 Sources and Uses of Energy, 520-521 Pollution from Fossil Fuels, 530-531 Damage Caused by Extracting Fuels, 532-534 Benefits and Costs of Nuclear Power, 539-540 Using Coal to Generate Electricity, 542-543 The Reasons for Alternative Energy, 550-551 Biomass Energy, 551-553 Benefits and Costs of Hydropower, 558-559
SC.912.L.17.12: Discuss the political, social, and environmental consequences of sustainable use of land.	**SE/TE:** Central Case: Cleaning the Tides of San Diego and Tijuana, 35 What is Economics?, 36-37 Economics and the Environment, 37-39 Quick Lab: Cost Benefit Analysis, 37 Economics and Sustainability, 39-41 What is Environmental Policy?, 42-43 History of U.S. Environmental Policy, 44-45 Modern U.S. Environmental Policy, 46-47 International Environmental Policy, 48-50 Real Data: Analyzing Graphs, 51 Approaches to Environmental Policy, 50-53 The Environmental Policy Process, 53-55 Success Stories: Fighting for Clean Water, 56-57 City Planning, 305-308 Urban Sustainability Successes, 313 Fire Policies, 340-342 Sustainable Forestry Products, 343
SC.912.L.17.13: Discuss the need for adequate monitoring of environmental parameters when making policy decisions.	**SE/TE:** Central Case: Cleaning the Tides of San Diego and Tijuana, 35 Modern U.S. Environmental Policy, 46-47 International Environmental Policy, 48-50 Real Data: Analyzing Graphs, 51 Approaches to Environmental Policy, 50-53 The Environmental Policy Process, 53-55 Success Stories: Fighting for Clean Water, 56-57

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.L.17.14: Assess the need for adequate waste management strategies.	**SE/TE:** Central Case: Transforming New York State's Fresh Kills Landfill, 581 What is Waste?, 582-584 Methods of Solid Waste Disposal, 584-588 Waste Reduction, 589-592 Waste Recovery, 592-595 What is Hazardous Waste?, 596 Sources of Hazardous Waste, 597-598 Disposal of Hazardous Waste, 599-600 Radioactive Waste, 601 Hazardous Waste Regulation, 602-603 A Closer Look: The Recycling Process, 604-605 Central Case: Defend Your Case, 607
SC.912.L.17.15: Discuss the effects of technology on environmental quality.	**SE/TE:** Impacts of Technology, 246-247 Central Case: Germany's Big Bet on Renewable Energy, 549 Biomass Energy, 551-553 Geothermal Energy, 553-555 Harnessing Solar Energy, 562-564 Harnessing Wind Power, 566-567 Fuel Cells, 572-573 Point Counterpoint: Are Biofuels Better for the Environment?, 574-575\
SC.912.L.17.16: Discuss the large-scale environmental impacts resulting from human activity, including waste spills, oil spills, runoff, greenhouse gases, ozone depletion, and surface and groundwater pollution.	**SE/TE:** Impacts of Population, 242-246 Impacts of Technology, 246-247 Central Case: Rise and Fall of DDT, 255 Types of Hazards, 256-257 Epidemiology and Toxicology, 257-258 Chemical Hazards, 267 Types of Chemical Hazards, 268-270 Indoor Chemical Hazards, 270-272 Outdoor Chemical Hazards, 273-274 Biomagnification, 275-276 Types of Water Pollution, 435-438 Ground Water Pollution, 439 Finding the Cause of Climate Change, 495-496 Layers of the Atmosphere, 455-457 Sources of Air Pollution, 462-463 Ozone: A Success Story, 472-473 Pollution from Fossil Fuels, 530-531

A Correlation of Environmental Science: Your World, Your Turn ©2021
To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.L.17.18: Describe how human population size and resource use relate to environmental quality.	**SE/TE:** Impacts of Population, 242-246 Study Guide: Investigative Phenomenon, How does the human population effect the environment?, 250 Chapter Assessment: Ecological Footprints, 253
SC.912.L.17.19: Describe how different natural resources are produced and how their rates of use and renewal limit availability.	**SE/TE:** Renewable Resource Management, 324-327 Management Approaches, 327-329 Timber Harvesting, 334 Deforestation, 335-336 Erosion, 358-361 Soil Conservation Policies, 362-363 What is Mined?, 398-399 Mining Methods, 399-402 Processing Minerals and Metals, 403-404 Responsible Mineral Use, 411 Where's Our Water? 420-421 How We Use Water, 426-427 Central Case: Oil or Wilderness on Alaska's North Slope? 515 Sources and Uses of Energy, 520-521 Pollution from Fossil Fuels, 530-531 Damage Caused by Extracting Fuels, 532-534 Benefits and Costs of Nuclear Power, 539-540 A Closer Look: Using Coal to Generate Electricity, 542-543 Central Case: Germany's Big Bet on Renewable Energy, 549 Biomass Energy, 551-553 Geothermal Energy, 553-555 Harnessing Solar Energy, 562-564 Harnessing Wind Power, 566-567
SC.912.L.17.20: Predict the impact of individuals on environmental systems and examine how human lifestyles affect sustainability.	**SE/TE:** Central Case: Cleaning the Tides of San Diego and Tijuana, 35 Quick Lab: Cost Benefit Analysis, 37 Economics and Sustainability, 39-41 What is Environmental Policy?, 42-43 Real Data: Analyzing Graphs, 51 Success Stories: Fighting for Clean Water, 56-57 Urban Sustainability Successes, 313 Success Stories: Fighting for Clean Water, 56-57 Success Stories: Reforesting Africa, 344-345

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.N.1.1: Define a problem based on a specific body of knowledge, for example: biology, chemistry, physics, and earth/space science, and do the following:	
1. Pose questions about the natural world, (Articulate the purpose of the investigation and identify the relevant scientific concepts).	Every Chapter's Study Guide offers both the Investigative Phenomenon and Online Inquiry Labs and Activities that address this standard, encouraging students to pose questions about their natural world and articulate the purpose of their investigations. Examples include, but are not limited to: **SE/TE:** Investigative Phenomenon: How do "dead zones" effect the environment surrounding them?, 92 Inquiry Labs and Activities: Effects of CO2 on Plants, 92 Investigative Phenomenon: How are changes in environmental conditions related to population sizes?, 120 Inquiry Labs and Activities: Yeast Population Growth, 120 How does the human population effect the environment?, 250 Inquiry Labs and Activities, Longevity, 250 Investigative Phenomenon: How does climate change impact low lying areas?, 510 Inquiry Labs and Activities: Tracking CO2 and Temperature, 510
2. Conduct systematic observations, (Write procedures that are clear and replicable. Identify observables and examine relationships between test (independent) variable and outcome (dependent) variable. Employ appropriate methods for accurate and consistent observations; conduct and record measurements at appropriate levels of precision. Follow safety guidelines).	The program offers students many opportunities to conduct systematic observations. Examples include, but are not limited to: **SE/TE:** Quick Lab: A Tree's History, 334 Quick Lab: Does Latitude Affect the Sun's Rays?, 486 Go Outside: Abiotic and Biotic Factors, 102 Go Outside: Who's in the Water?, 183 Go Outside: Classifying Soil, 356 Go Outside: Classifying Rocks, 396 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Effects of CO2 on plants, 92 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Yeast Population Growth, 120 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Effects of Greenhouse Gases, 510

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
3. Examine books and other sources of information to see what is already known,	Throughout the program, students review research and other sources to see what is already known. Some examples include, but are not limited to: **SE/TE:** Real Data: Turkey Vultures, 112 Real Data: Golden Lion Tamarin, 214 Real Data: Population Density and Carbon Emissions, 302 Central Case: The Gulf of Mexico's Dead Zone, 63 Study Guide: Investigative Phenomenon: How do dead zones effect the environment surrounding them?, 92 Central Case: Defends Your Case, 93
4. Review what is known in light of empirical evidence, (Examine whether available empirical evidence can be interpreted in terms of existing knowledge and models, and if not, modify or develop new models).	**SE/TE:** Evidence of Warming Earth, 491-492 Real Data: Changing Temperature of the Atmosphere, 493 Figure 10: Greenhouse Gases, 496 Figure 14: Weather Related Costs, 500 Science Behind the Stories: Climate Clues in Iced, 508-508 Using Models, SH-19
5. Plan investigations, (Design and evaluate a scientific investigation).	The program offers students many opportunities to plan investigations. Examples include, but are not limited to: **SE/TE:** Go Outside: Abiotic and Biotic Factors, 102 Go Outside: Who's in the Water?, 183 Go Outside: Classifying Soil, 356 Go Outside: Classifying Rocks, 396 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Effects of CO2 on plants, 92 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Yeast Population Growth, 120 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Effects of Greenhouse Gases, 510

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
6. Use tools to gather, analyze, and interpret data (this includes the use of measurement in metric and other systems, and also the generation and interpretation of graphical representations of data, including data tables and graphs), (Collect data or evidence in an organized way. Properly use instruments, equipment, and materials (e.g., scales, probeware, meter sticks, microscopes, computers) including set-up, calibration, technique, maintenance, and storage).	The program offers students many opportunities to use tools to collect data. Examples include, but are not limited to: **SE/TE:** Go Outside: Abiotic and Biotic Factors, 102 Go Outside: Who's in the Water?, 183 Go Outside: Classifying Soil, 356 Go Outside: Classifying Rocks, 396 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Effects of CO2 on plants, 92 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Yeast Population Growth, 120 Chapter Study Guide: Go Online: Inquiry Labs and Activities: Effects of Greenhouse Gases, 510
7. Pose answers, explanations, or descriptions of events,	Students are provided opportunities to pose answers, explanations, or descriptions of events in every chapter of the program. Please see the following examples from Chapter 3. Note that all chapters contain comparable opportunities: **SE/TE:** Chapter 3, Lesson 1, Reading Checkpoint, 66 Chapter 3, Lesson 1 Assessment, 71 Chapter 3, Lesson 2, Reading Checkpoint, 73 Chapter 3, Lesson 2, Assessment, 75 Chapter 3 – Your World Your Turn, 82 Chapter 3, Lesson 3, Assessment, 82 Chapter 3, Lesson 4, Reading Checkpoint, 87 Chapter 3, Lesson 4, Assessment, 89 Chapter Assessment, Defend Your Case, 93 Chapter Assessment, Critical Thinking, 94 Chapter Assessment, Ecological Footprints, 95
8. Generate explanations that explicate or describe natural phenomena (inferences),	Students are offered an opportunity to explain natural phenomena in every chapter of the program. Examples include, but are not limited to: **SE/TE:** Real Data: Energy Flow in Communities, 144 Lesson 3 Assessment, 148 Quick Lab: Successful Succession?, 152 Lesson 4 Assessment, 155 Chapter Assessment, Analyzing Data, 161 Real Data: Which Biome?, 179 Chapter Assessment, Critical Thinking, 196 Chapter Assessment, Analyze Data, 197 Map It: Invading Mussels, 210 Real Data: Golden Lion Tamarin, 214 Chapter Assessment, Analyze Data, 222

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
9. Use appropriate evidence and reasoning to justify these explanations to others,	Students are encouraged to include evidence and reasoning in their explanations of natural phenomena in every chapter of the program. Examples include, but are not limited to: **SE/TE:** Real Data, Population Growth Rates, 230 Lesson 1 Assessment, 233 Everyday Phenomenon, 234 Connect to Central Case: Figure 8: Trends in China, 235 Quick Lab: Build and Compare Age Structure Diagrams, 237 Connect to Central Case: Figure 14: Ecological Footprints, 243 Career: Demographer, 249 Chapter Assessment: Critical Thinking, 252 Chapter Assessment: Ecological Footprints, 253 Quick Lab: How Do Diseases Spread?, 263 Investigative Phenomenon, 269 Lesson 3 Assessment, 276 Map It: Predicting Earthquakes, 278 Investigative Phenomenon, 280 Point Counterpoint: Should BPA Be Regulated?, 284-285 Chapter Assessment: Central Case: Defend Your Case, 287 Chapter Assessment: Critical Thinking, 288 Chapter Assessment: Revisit Investigative Phenomenon, 289 Chapter Assessment: Ecological Footprints, 289
10. Communicate results of scientific investigations, and	Students are offered many opportunities throughout the program to communicate results of scientific investigations. Examples include, but are not limited to: **SE/TE:** Go Outside: Who's in the Water?, 183 Go Outside: Classifying Soil, 356 Go Outside: Classifying Rocks, 396 Go Outside: Is the Rainwater Acidic?, 467 Study Guide: Go Online: Inquiry Labs and Activities: Yeast Population Growth, 120 Study Guide: Go Online: Inquiry Labs and Activities: Life in a Drop of Pond Water, 158 Study Guide: Go Online: Inquiry Labs and Activities: Collecting Climate Data, 194

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
11. Evaluate the merits of the explanations produced by others.	Students are encouraged to evaluate the merits of explanations produced by others throughout the program. Examples include, but are not limited to: **SE/TE:** Investigative Phenomenon: How do economic factors influence environmental policy?, 39 Everyday Phenomenon, 48 Chapter Assessment: Central Case: Defend Your Case, 59 Central Case: Rising Sea Levels May Flood the Maldive Islands, 483 Real Data: Changing Temperature of the Atmosphere, 493 Lesson 4 Assessment: Revisit Investigative Phenomenon, 507 Science Behind the Stories: Climate Clues in Ice, 509 Chapter Assessment: Central Case: Defend Your Case, 511 Chapter Assessment: Ecological Footprints, 513
SC.912.N.1.3: Recognize that the strength or usefulness of a scientific claim is evaluated through scientific argumentation, which depends on critical and logical thinking, and the active consideration of alternative scientific explanations to explain the data presented.	**SE/TE:** What Science Is and Is Not, 12-13 The Process of Science, 14-20 Community Analysis and Feedback, 21-23 Evidence of Global Warming, 491-492 Studying Climate Change, 493-495
SC.912.N.1.4: Identify sources of information and assess their reliability according to the strict standards of scientific investigation.	**SE/TE:** What Science is and is Not, 12-13 Community Analysis and Feedback, 21-23 Real Data, The Process of Science, 14-20 Real Data, Analyzing Plans, 51 Real Data, Turkey Vultures, 112 Real Data, Energy Flow in Communities, 144 Real Data, Which Biome?, 179 Real Data, Golden Lion Tamarin, 214 Real Data, Population Growth Rates, 230 Real Data, Population Density and Carbon Emissions, 302 Real Data, From Trees to Paper, 332 Real Data, Lake Powell , 431 Real Data, Effects of the Clean Air Act , 471 Real Data, Changing Temperature of the Atmosphere , 493 Real Data, Carbon Dioxide From Fossil Fuels, 530 Real Data, Biodiesel, 552 Real Data, Radiation and Human Health, 601

A Correlation of Environmental Science: Your World, Your Turn ©2021
To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.N.1.5: Describe and provide examples of how similar investigations conducted in many parts of the world result in the same outcome.	**SE/TE:** Central Case: Saving the Siberian Tiger, 199 Connect to Central Case, Figure 2, Subspecies, 201 Map It: Invading Mussels, 210 Real Data, Golden Lion Tamarin, 214 Figure 4, Biodiversity Hotspots, 216 Figure 15, Safe Passage, 217 Success Stories: A Couple of Birds Make Big Comebacks, 218-219
SC.912.N.1.6: Describe how scientific inferences are drawn from scientific observations and provide examples from the content being studied.	**SE/TE:** What Science Is and Is Not, 12-13 The Process of Science, 14-20 Community Analysis and Feedback, 21-23 Some additional examples of students being encouraged to infer are: Real Data: Energy Flow in Communities, 144 Lesson 3 Assessment, 148 Quick Lab: Successful Succession?, 152 Lesson 4 Assessment, 155 Chapter Assessment, Analyzing Data, 161 Real Data: Which Biome?, 179 Chapter Assessment, Critical Thinking, 196 Chapter Assessment, Analyze Data, 197 Map It: Invading Mussels, 210 Real Data: Golden Lion Tamarin, 214 Chapter Assessment, Analyze Data, 222
SC.912.N.2.1: Identify what is science, what clearly is not science, and what superficially resembles science (but fails to meet the criteria for science).	**SE/TE:** What Science is and is Not, 12-13 The Process of Science, 14-20 Community Analysis and Feedback, 21-23 Science Skills, SH-18-SH-22
SC.912.N.2.2: Identify which questions can be answered through science and which questions are outside the boundaries of scientific investigation, such as questions addressed by other ways of knowing, such as art, philosophy, and religion.	Supporting Content: **SE/TE:** What Science is and is Not, 12-13 Benefits and Outcomes, 24-27 What is Economics?, 36-37 Economics and the Environment, 37-39 Quick Lab: Cost Benefit Analysis, 37 Economics and Sustainability, 39-41 What is Environmental Policy?, 42-43 Approaches to Environmental Policy, 50-53 The Environmental Policy Process, 53-55 Success Stories: Fighting for Clean Water, 56-57 City Planning, 305-308 Urban Sustainability Successes, 313

A Correlation of Environmental Science: Your World, Your Turn ©2021
To the
Florida CPALMS Standards for Science: Environmental Science

Florida CPALMS Standards for Science Environmental Science	Environmental Science ©2021 Your World, Your Turn
SC.912.N.2.4: Explain that scientific knowledge is both durable and robust and open to change. Scientific knowledge can change because it is often examined and re-examined by new investigations and scientific argumentation. Because of these frequent examinations, scientific knowledge becomes stronger, leading to its durability.	**SE/TE:** What Science is and is Not, 12-13 The Process of Science, 14-20 Community Analysis and Feedback, 21-23
SC.912.N.3.1: Explain that a scientific theory is the culmination of many scientific investigations drawing together all the current evidence concerning a substantial range of phenomena; thus, a scientific theory represents the most powerful explanation scientists have to offer.	**SE/TE:** Community Analysis and Feedback, 21-23
SC.912.N.3.5: Describe the function of models in science, and identify the wide range of models used in science.	**SE/TE:** Using Models, SH-19 Figure 14, Earth's Sphere's, 75 Map It: Pangaea, 77 Figure 21, Carbon Cycle, 84 Figure 23, Phosphorous Cycle, 86 Figure 24, Nitrogen Cycle, 87 Studying Climate Change, 493-495
SC.912.N.4.1: Explain how scientific knowledge and reasoning provide an empirically-based perspective to inform society's decision making.	**SE/TE:** What Science Is and Is Not, 12-13 The Process of Science, 14-20 Community Analysis and Feedback, 21-23 Benefits and Outcomes, 24-27
SC.912.P.10.1: Differentiate among the various forms of energy and recognize that they can be transformed from one form to others.	**SE/TE:** What is Energy?, 517 Forms of Energy, 518-520
SC.912.P.10.2: Explore the Law of Conservation of Energy by differentiating among open, closed, and isolated systems and explain that the total energy in an isolated system is a conserved quantity.	Supporting Content: **SE/TE:** What is Energy?, 517 Forms of Energy, 518-520